

# Lesson Preparation Notebook



**School name:**

**Teacher's name:**

**Grade:**

**Class:**

**School year:**

# Teachers' time Table

Day	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
Saturday								
Sunday								
Monday								
Tuesday								
Wednesday								
Thursday								

## Distribution Of The Syllabi New Hello! English for Preparatory Schools( 2021/2022)

### (Prep. 1 - Term 1)

Month	Student's Book & Work Book
October	Unit 1 + 2
November	Unit 3 + Review A + Unit 4
December	Units 5 + 6 + Review B
January 2022	General Revision

### (Prep. 1 - Term 2)

February	Unit 7
March	Units 8 + 9 + Review C + Unit 10
April	Units 11 + 12 + Review D
May	General Revision

### (Prep. 2 - Term 1)

Month	Student's Book & Work Book
October	Unit 1 + 2
November	Unit 3 + Review A + Unit 4
December	Units 5 + 6 + Review B
January 2022	General Revision

### (Prep. 2 - Term 2)

February	Unit 7
March	Units 8 + 9 + Review C + Unit 10
April	Units 11 + 12 + Review D
May	General Revision

<b>(Prep. 3 - Term 1)</b>	
<b>Month</b>	<b>Student's Book &amp; Work Book</b>
<b>October</b>	<b>Unit 1 + 2</b>
<b>November</b>	<b>Unit 3 + Review A + Unit 4</b>
<b>December</b>	<b>Units 5 + 6 + Review B</b>
<b>January 2022</b>	<b>General Revision</b>
<b>(Prep. 3 - Term 2)</b>	
<b>February</b>	<b>Unit 7</b>
<b>March</b>	<b>Units 8 + 9 + Review C + Unit 10</b>
<b>April</b>	<b>Units 11 + 12 + Review D</b>
<b>May</b>	<b>General Revision</b>

**Teacher,**

**Senior Teacher,**

**Supervisor,**

**Headmaster,**

## **Teacher's Personal Data**

<b>Full Name</b>	
<b>Job</b>	
<b>Address</b>	
<b>Date of Birth</b>	
<b>Date of Work</b>	
<b>Date of Appointment</b>	
<b>Marital Status</b>	
<b>Qualifications</b>	
<b>Telephone Number</b>	

## **Objectives of Teaching English as a Foreign Language in the Preparatory Stage**

### **\* General Aims:**

- 1.a: To acquire and develop the four language skills integratively.
- 1.b: To help the students communicate in English within the limited scope of the number of hours allocated to the course.
- 1.c: Consequently, learning the first foreign language may be considered as a basis the students can build on at a later stage.

### **\* Specific Aims:**

- 2a: To enable the students to understand the lexical items, syntactic structures, phonological features and functional items they are exposed to within the limits of what they have acquired.
- 2.b: To enable the students to express themselves orally in English through the use of simple expressions and sentences, taking into account the correct pronunciation.

### **\* The Four Skills:**

Teaching will aim at acquiring and developing all skills in an integrated way for most of the time.

#### **3.a: Listening:**

- Distinguishing sounds and words.
- Understanding a limited range of vocabulary items.
- Understanding simple sentences, questions, instructions and directions and responding to them.
- Understanding a wider range of vocabulary.
- Understanding different forms of questions.
- Identifying topics of situational dialogues.

#### **3.b: Speaking:**

- Producing words and sentences.
- Producing short utterances.
- Taking part in simple dialogues.
- Producing questions and answers.
- Re-telling a story.
- Making simple requests.
- Telling a story or dramatizing it as a play.

#### **3.c: Reading:**

- Identifying a range of vocabulary items.
- Responding appropriately to simple sentences and short paragraphs.
- Scanning and skimming texts for information.
- Answering questions on a text.

#### **3.d: Writing:**

- Completing and constructing simple sentences.
- Writing a letter following instructions.
- Writing a paragraph by answering questions or any other kind of guidance.

Teacher,

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Supervisor,

Headmaster,

## A map of learning Outcomes    1<sup>st</sup> term    Stage: prep 1

<b>Content (unit)</b>	<b>Objectives</b>	<b>Teaching Strategies</b>	<b>Life skills, values &amp; issues</b>	<b>Activities</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Unit 1 My family and me</b>	Read an interview with twins Listen to an interview with twins Talk about your family Focus on love of family	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	Life skills: self-management Values: love of family Issues: Loyalty and belonging	Internet search Write a paragraph Read and answer Do a project	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books
<b>Unit 2 It's my favorite subject</b>	Read descriptions of schools around the world Ask and answer about school Use adverbs of frequency and possessive's and s'	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	Life skills: Critical thinking Values: Cooperation Issues: Awareness of rights and duties	Internet search Write a paragraph Read and answer Do a project	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books
<b>Unit 3 Different people</b>	Read a description of a sports star Describe people Use have/ has got	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	Life skills: Respect for diversity Values: Cooperation Issues: Non- discrimination for people with special needs	Internet search Write a paragraph Read and answer Do a project	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books
<b>Review</b>	To review and practice the vocabulary and structures On units 1 – 3	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	self-management	Internet search Write a paragraph Read and answer Do a project	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books
<b>Unit 4 We're using technology</b>	Read a text message conversation Describe the technology in your classroom Be cooperative Use the present continuous	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	Life skills: Problem solving Values: Curiosity Issues: Citizenship	Internet search Write a paragraph Read and answer Do a project	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books

<b>Content (unit)</b>	<b>Objectives</b>	<b>Teaching Strategies</b>	<b>Life skills, values &amp; issues</b>	<b>Activities</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Unit 5 Holidays</b>	Read a description of a holiday Describe a place Use past simple Learn to be respectable	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	Life skills: Communication Values: Respect Issues: Environmental responsibility	Internet search Write a paragraph Read and answer Do a project Write an advertisement	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books
<b>Unit 6 Let's eat!</b>	Read a recipe; reviews of a dish Ask and answer about food Use countable and uncountable nouns with some and any	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	Life skills: Problem solving Values: Curiosity and participation Issues: Preventative health	Internet search Write a paragraph Read and answer Do a project	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books
<b>Review 2</b>	To review and practice the vocabulary and structures On units 4-6	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	self-management	Internet search Write a paragraph Read and answer Do a project	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books

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## A map of learning Outcomes 1<sup>st</sup> term Stage: prep 2

Content (unit)	Objectives	Teaching Strategies	Life skills, values & issues	Activities	Assessment	Evidence
<b>Unit 1</b> Coming home	Read a text about daily routines Listen to description of a bedroom Talk about your daily routine Write a text message Use the present simple	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	Life skills: self-management Values: Respect Issues: Citizenship	Internet search Write a paragraph Read and answer Do a project	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books
<b>Unit 2</b> How are you feeling?	Read a text about night workers Listen to descriptions of photos Talk about weekend activities Write an email Use the present continuous and adverbs of manner	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	Life skills: Empathy Values: Patience Issues: Social participation	Internet search Write a paragraph Read and answer Do a project	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books
<b>Unit 3</b> Great jobs	Read an article about the Egyptian handball team Listen to description of different heroes Talk about your hero Write a paragraph about your partner's past Use the past simple and used to	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	Life skills: Communication Values: love and Respect Issues: Citizenship	Internet search Write a paragraph Read and answer Do a project	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books
<b>Review</b>	To review and practice the vocabulary and structures On units 1 – 3	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	self-management	Internet search Write a paragraph Read and answer Do a project	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books
<b>Unit 4</b> Into the past	Read reviews of historic places in Egypt Listen to a talk about a school trip Talk about a historic place Write a paragraph about a historic place Use must and mustn't and the past continuous	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	Life skills: self-management Values: Respect and responsible behavior Issues: Environmental issues	Internet search Write a paragraph Read and answer Do a project	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books

<b>Content (unit)</b>	<b>Objectives</b>	<b>Teaching Strategies</b>	<b>Life skills, values &amp; issues</b>	<b>Activities</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Unit 5 Helping you, helping me</b>	Read an article about kindness Listen to conversations about jobs Talk about jobs in the house Write a discussion about jobs Use have to and should Use who, which, that, where	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	<b>Life skills:</b> participation <b>Values:</b> Compassion <b>Issues:</b> Community participation	Internet search Write a paragraph Read and answer Do a project Write an advertisement	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books
<b>Unit 6 Different environments</b>	Read a presentation about climate change graphs Listen to radio news reports Talk about solving environmental problems Write a profile about where you live Use comparative adjective and present simple passive	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	<b>Life skills:</b> Problem solving <b>Values:</b> Respect and responsible behavior <b>Issues:</b> Environmental issues	Internet search Write a paragraph Read and answer Do a project	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books
<b>Review 2</b>	To review and practice the vocabulary and structures On units 4 - 6	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	self-management	Internet search Write a paragraph Read and answer Do a project	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books

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## A map of learning Outcomes    1<sup>st</sup> term    Stage: prep 3

Content (unit)	Objectives	Teaching Strategies	Life skills, values & issues	Activities	Assessment	Evidence
<b>Unit 1</b> <b>Around town</b>	Read a text about ismailia maps, posters and timetables Listen and give directions Talk about directions Write a paragraph about your city Use the present simple and prepositions of time and place	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	Life skills: decision making respect for diversity Values: Respect Issues: Citizenship	Internet search Write a paragraph Read and answer Do a project	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books
<b>Unit 2</b> <b>Let's go shopping</b>	Read a text about An online support Listen to A radio advert Talk about weekend activities Write an emails about handicrafts Use The comparative and superlative Both, either, neither	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	Life skills: Resilience Values: self-esteem Issues: Citizenship	Internet search Write a paragraph Read and answer Do a project	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books
<b>Unit 3</b> <b>My community</b>	Read an article about a plan to help poor people Listen to conversation about a community survey Describe communities and community problems Write an article about a plan to help poor people Use present continuous for future Will and going to for future Adjectives ending in – ing or - ed	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	Life skills: Respect for diversity Values: coexistence acceptance of others Issues: Citizenship and loyalty	Internet search Write a paragraph Read and answer Do a project	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books
<b>Review</b>	To review and practice the vocabulary and structures On units 1 – 3	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	self-management	Internet search Write a paragraph Read and answer Do a project	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books

<b>Unit 4</b> <i>Have you ever traveled by plane?</i>	<i>Read A report about experiences</i> <i>Listen An interview about someone's life</i> <i>Talk about experiences</i> <i>Write A story about something that happened in your life</i> <i>Use the past simple and the present perfect with (ever – never – since – for)</i>	<i>Brain storming –</i> <i>G.work – p.work –</i> <i>Discussion – C. thinking – co –</i> <i>operative learning – role playing</i>	<i>Life skills: communication</i> <i>Values: work ethics</i> <i>Issues: national unity</i>	<i>Internet search</i> <i>Write a paragraph</i> <i>Read and answer</i> <i>Do a project</i>	<i>Oral Exercises</i> <i>written exercises</i> <i>observation</i>	<i>Preparation notes (absence)</i> <i>Mark register</i> <i>Student's book</i> <i>Note books</i>
<b>Unit 5</b> <i>Young role models</i>	<i>Read a text about a business person</i> <i>Listen to a conversation about a role model</i> <i>Talk about jobs</i> <i>Write a description of someone's job</i> <i>Use the past simple and the present perfect with (yet – already)</i>	<i>Brain storming –</i> <i>G.work – p.work –</i> <i>Discussion – C. thinking – co –</i> <i>operative learning – role playing</i>	<i>Life skills: Respect for diversity</i> <i>Values: honesty</i> <i>Issues: globalization</i>	<i>Internet search</i> <i>Write a paragraph</i> <i>Read and answer</i> <i>Do a project</i>	<i>Oral Exercises</i> <i>written exercises</i> <i>observation</i>	<i>Preparation notes (absence)</i> <i>Mark register</i> <i>Student's book</i> <i>Note books</i>
<b>Unit 6</b> <i>What's wrong?</i>	<i>Read an online problem page</i> <i>Listen to conversation about teenage problems</i> <i>Talk about teenage worries</i> <i>Write a response to a blog</i> <i>Use must / mustn't have to – don't have to should – shouldn't – could – couldn't</i>	<i>Brain storming –</i> <i>G.work – p.work –</i> <i>Discussion – C. thinking – co –</i> <i>operative learning – role playing</i>	<i>Life skills: empathy</i> <i>Values: objectivity</i> <i>Issues: health and population</i>	<i>Internet search</i> <i>Write a paragraph</i> <i>Read and answer</i> <i>Do a project</i>	<i>Oral Exercises</i> <i>written exercises</i> <i>observation</i>	<i>Preparation notes (absence)</i> <i>Mark register</i> <i>Student's book</i> <i>Note books</i>
<b>Review</b>	<i>To review and practice the vocabulary and structures</i> <i>On units 4 – 6</i>	<i>Brain storming –</i> <i>G.work – p.work –</i> <i>Discussion – C. thinking – co –</i> <i>operative learning – role playing</i>	<i>self-management</i>	<i>Internet search</i> <i>Write a paragraph</i> <i>Read and answer</i> <i>Do a project</i>	<i>Oral Exercises</i> <i>written exercises</i> <i>observation</i>	<i>Preparation notes (absence)</i> <i>Mark register</i> <i>Student's book</i> <i>Note books</i>

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**Senior Teacher,**

**Supervisor,**

**Headmaster,**

## Lesson Plane      New Hello !

Date	Class	Period	Unit	Lesson	Page

**The title:** .....

<b>Learning objectives</b>	<b>By the end of the lesson , students will be able to :</b> 1-..... 2-..... 3-.....					
<b>Teaching aids</b>	<b>The board</b>	<b>cards</b>	<b>CD</b>	<b>Cassette player</b>	<b>Visual aids</b>	<b>Data Show</b>
<b>Resoures used</b>	<b>Students ' book</b>	<b>Students ' book</b>	<b>Workbook</b>	<b>Library</b>	<b>Internet</b>	
<b>Issues</b>	..... .....					
<b>Values</b>	..... .....					
<b>strategies</b>	<b>Brain storming</b>		<b>Problem solving</b>	<b>songs</b>	<b>Role-play</b>	<b>Group work</b>
<b>Review</b>	..... .....					
<b>Warm Up</b>	..... .....					
<b>Presentation</b>						
<b>New Vocabulary</b>	..... .....					
<b>New Structures</b>	..... .....					
<b>Practice</b>	<b>WB</b>		<b>SB</b>		<b>WB</b>	
	<b>Exercise No. ....</b>		<b>Exercise No. ....</b>		<b>Exercise No. ...</b>	
<b>consolidation</b>	..... .....					
<b>Home assignment</b>	..... .....					
<b>Evaluation</b>	<b>Aims</b>		<b>Steps</b>		<b>Understanding</b>	
	<b>Achieved</b>	<b>Not achieved</b>	<b>Covered</b>	<b>Not Covered</b>	<b>Understood</b>	<b>Not understood</b>

## Lesson Plane      New Hello !

Date	Class	Period	Unit	Lesson	Page

**The title:** .....

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<b>Resoures used</b>	<b>Students ' book</b>	<b>Students ' book</b>	<b>Workbook</b>	<b>Library</b>	<b>Internet</b>	
<b>Issues</b>	..... .....					
<b>Values</b>	..... .....					
<b>strategies</b>	<b>Brain storming</b>	<b>Problem solving</b>	<b>songs</b>	<b>Role-play</b>	<b>Group work</b>	
<b>Review</b>	..... .....					
<b>Warm Up</b>	..... .....					
<b>Presentation</b>						
<b>New Vocabulary</b>	..... .....					
<b>New Structures</b>	..... .....					
<b>Practice</b>	<b>WB</b>	<b>SB</b>	<b>WB</b>	<b>SB</b>		
	<b>Exercise No. ....</b>	<b>Exercise No. ....</b>	<b>Exercise No. ...</b>	<b>Exercise No. ...</b>		
<b>consolidation</b>	..... .....					
<b>Home assignment</b>	..... .....					
<b>Evaluation</b>	<b>Aims</b>		<b>Steps</b>		<b>Understanding</b>	
	<b>Achieved</b>	<b>Not achieved</b>	<b>Covered</b>	<b>Not Covered</b>	<b>Understood</b>	<b>Not understood</b>